



Bureaucratic Principles and Teachers' Job Performance in Demonstration Secondary Schools in Rivers State

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ABSTRACT

This study examined bureaucratic principles and teachers' job performance in Demonstration Secondary Schools in Rivers State. Four objectives, four research questions and four hypotheses guided the study. This study adopted correlation design. The population of the study was the 397 Teachers in six Demonstration Secondary Schools in Rivers State. The census was adopted because the population was manageable. The instrument for data collection was titled: Bureaucratic Principles and Teachers' Job Performance Scale (BPTJPS) had 50 items. Validity of the instrument was determined by three experts in Educational Management and Test and Measurement in the Faculty of Education, Rivers State University. The internal consistency of the instrument was established through Cronbach Alpha, which yielded a Performance index of 0.82. Three hundred and ninety seven (397) copies of the instrument were administered and 385 copies were retrieved which represented 97% return rate. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regressions and z-test associated with simple regression were used to test the hypotheses. The findings among others are that bureaucratic Principles (division of labour, hierarchy of authority and rules and regulations) jointly predicted teachers' job performance by 50.2% and bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State. It was recommended among others that, School management committee in Demonstration Secondary Schools should lay emphasis on division of labour to promote teachers' job performance and professionalism. Newly employed teachers should be given orientation and provided with organogram showing the hierarchy of authority in Demonstration Secondary Schools to enable them respect school authorities. School rules and regulations should be in a document format to all teachers for their perusal, keeps and emphasized during orientations exercises.

Keywords: Bureaucratic Principles, Teachers' Job Performance, Demonstration Secondary Schools.

INTRODUCTION

All organisations, both formal and informal are purposive and goal oriented. School as a service providing industry exists to accomplish pre-determined goals which have to do with teaching and learning processes. Akpomi (2018:b) perceived organisation as any deliberate established entity geared towards the achievement of specific goals. She added that when a group comes together for the explicit purposes of achieving common goal that such group is an organisation. The society expects the school to produce individuals who will be self-reliant, respectful and able to contribute positively and constructively to nation building, growth and development of the nation. However, education plays a vital role in the development of human potentials needed for socio-economic growth, development and technological advancement.

In order to actualize these objectives in the school, the school principals who are seen as managers, leaders and the image makers of the school are at the centre point of school bureaucratic principles and any of their actions will make or mar teachers' job performance. The principal acts as an innovative manager, good coordinator and an environmental manager who ensures that educational goals are achieved. This is because the world is a global village and individual tastes and preferences have changed, the world expects new and quality products (students) who can give the society the best developmental returns. This cannot be achieved without teachers' job performance.

Teachers' job performance could be seen as those activities executed by teachers in a defined school setting to actualize desired effects on students. This includes teachers' overall participation in the administration of the school so that the expected goals and objectives of the school can be achieved. Teachers' job performance also refers to an act of accomplishing or executing a given task (Adejumobi & Ojikutu, 2013) which can be measured using teachers' lesson presentation which involves the introduction of lesson, teachers' mastery of subject, class participation, control, evaluation and then conclusion. Improved teachers' job performance shows in quality teaching given to students which invariably leads to good examination results. Also, there is personal satisfaction on the part of the teachers. However, where there is poor teachers' job performance, Affianmagbon (2007) said there will be signs of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post, and indiscipline among others on the part of the teachers.

Bureaucratic principle is an organizational and administrative arrangement whereby all the employees have specialized jobs they perform in accordance with specific procedures, standard rules and regulations in schools. Abraham (2013) stipulated that the major interest of bureaucratic principles is to ensure depersonalisation of work tasks at every level of the organisation. The concept of bureaucratic principles attempts to minimize the frustration of large organisation in which the relationship between the management and employees are based on tradition and privilege and on the other hand maximising efficiency and output. To achieve commensurable output, Akpomi (2018:a) was of the view that there must be unity of command, division of labour, authority and responsibility, unity of direction discipline, remuneration of teachers, centralization, order and subordinate of individual interest to general interest.

Secondary school bureaucratic principles can hinder teachers' personal make-up, creative ideals that can take their schools to the next level, because of the fear of breaking rules and regulation or acting beyond ones' power, these principles continue to hinder teachers' job performance. The questions are, can there still be a meeting point, can teachers still perform their jobs effectively without conflict of interests, is there possibility for change and innovation in this global era due to stringent rules of bureaucratic principles? However, Elem (2005) said that the bureaucratic structures should not be viewed only from the negative perspective but has to balance the negative and positive conception of bureaucratic principles. This is because the central mandate of who made the law was to achieve success and to solve problems. From this perspective, for teachers to perform their job effectively, they need support from the principal and government in order to carry out their duties using best professional judgment. Hence the major interest of bureaucratic principles is to ensure depersonalization of tasks at all levels of the educational system.

Many administrators or principals themselves have undergone several professional trainings just to acquire worthwhile knowledge, skills and attitude that will help them in performing their assigned roles effectively. As a matter of fact, despite the principal's professional competence and skills to manage the school or proffer solutions to school challenges, the principal has no free hand to run the school as he may wish or take outright decisions. In some cases, rules and regulations, laws and procedures created by the Ministry of Education to guide the principals' action and role performance have turned out to hinder the success of educational programme.

Peretomode (2014) identified the components of organizational Bureaucratic principles as division of labour, hierarchy of authority, rules and regulations, impersonal orientation, career orientation and written records/documentation which make school system to be seen as a formal organisation. In agreement to this view, Bozworth (2014) said division of labour has to do with breaking down of work to be done into smaller units, based on the teachers' areas of specialization. In order to achieve efficiency and

effectiveness, division of labour in the school system implies that activities and duties could be mapped out for teachers' job performance. Ibara (2010) saw the principles of division of labour as a method of splitting each job into small units to enable teachers perform well. He also believed that teachers' job specialization and division of labour will increase efficiency, reduce teachers' boredom and respect hierarchy of authority.

Hierarchy of authority is principle that assists teachers and administrators in managing the institution effectively. The hierarchy of authority shows the chain of command and steps of subordinate/superior relationship in the organization. From the low level to the top level. It is a control and directive mechanism to ensure that competent people perform the right job at the right time. In terms of decision making, top management makes the overall decisions that are communicated to the principals and to the teachers. The rationale behind the establishment of this principle is for teachers' job performance in the overall school system. The principle of hierarchy of authority makes it possible for division of school into different units and sub-units that assist the teachers to identify their responsibilities with quality output.

Quality output, peace and order are maintained in every organization based on the level of rules and regulation guiding such organization. In the education system, there are formally established laws, policies and procedures that guide and direct everybody in the school system. Rules and regulations are very essential in the administration of schools because teachers in the school system come from different backgrounds, have different aspirations, interests, values, attitudes and should be managed for organizational productivity. Afangidah (2013) opined that to regulate behaviours of teachers, civil service rules, teachers' codes of conduct and traditional norms of the community are applied.

Okorie (2012) was of the view that to ensure uniformity and to regulate teachers' behaviour, there is heavy dependence on formal rules and procedures in bureaucratic organization. One major function of rules and regulation is that they apply equally to super-ordinate and subordinate, it also produces uniformity and reliability in workers behaviour. Any deviation from the rules attracts sanctions. Bureaucratic organization demands that everything in the school should be done based on impersonal and formal basis, not on emotional feelings and personal attachment. Principals are expected to relate equally to all teachers in the school.

Statement of the Problem

The realisations of school goals are heavily dependent on the school and the school leadership ability to coordinate the human and material resources and other environmental factors internal or external to the school. However, school as a bureaucratic organisation is expected to achieve maximum efficiency, effectiveness and quality output in all ramifications. Contrary to this, observations and research findings from the work of Muringani (2011) have identified bureaucratic ineffectiveness in schools because of its complexity with laws, procedures, rules, regulation, checks and balances in the process of school administration.

It is quite amazing that sometimes teachers are blamed by parents, principals, government and the general public for poor students' performance and ineffectiveness in students' administration without considering that teachers are guided by stringent rules from the government and the school authority. It is also important to stress that most education decisions are made by the higher authorities and teachers must implement the set rules directly or indirectly even when not convenient. Anything done by the teachers outside the rules will constitute a deviation and punishable by the authorities.

This is one of the problems confronting present day school administrators which perhaps have brought about the poor teachers' job performance. The classroom setting in Nigeria is generally criticized, among others for being too bureaucratic, too conservative for teachers' management. In developing nations like Nigeria, bureaucratic principles are basically linked with unnecessary red-tapism and inefficiency. This stigma has undermined the functionality of Bureaucratic principles in the third world countries. This has equally created doubts in the minds of many whether it is actually suitable for large organizations like the civil service or school as a formal organization. It is noticed in bureaucratic organizations like the school that the introduction of change and innovations or reasoning may not be encouraged because of stringent bureaucratic rules which must be complied with and which hinders the teachers' job performance.

Demonstration Secondary Schools in Rivers State are facing these rigid rules and policies. Experience has shown that teachers' job performance in these schools are declining due to red-tapism and stringent rules hence the researcher is bothered if the declining teachers' job performance in Demonstration Secondary Schools in Rivers State is predicted on bureaucratic principles.

Purpose of the Study

This study investigated bureaucratic principles and teachers' job performance in Demonstration Secondary Schools in Rivers State. Specifically, the study sought to:

1. Examine the extent division of labour predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.
2. Find out the extent hierarchy of authority predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.
3. Identify the extent rules and regulations predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
4. Assess the extent bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Research Questions

The following research questions guided the study

1. To what extent does division of labour predict teachers' job performance in Demonstration Secondary Schools in Rivers State?
2. To what extent does hierarchy of authority predict teachers' job performance in Demonstration Secondary Schools in Rivers State?
3. To what extent do rules and regulations predict teachers' job performance in Demonstration Secondary Schools in Rivers State?
4. To what extent do bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance in this study

1. Division of labour does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
2. Hierarchy of authority does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
3. Rules and regulations do not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
4. Bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) do not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Theoretical Framework

This research work is anchored on Max Weber's 1947 bureaucracy theory as cited in (Hoy & Miskel, 2013) Max Weber was a German sociologist who believed that bureaucracy is the most efficient and rational model private businesses and public offices could operate. Weber's theory prioritizes efficiency which is a necessary best practice for leaders to implement. His theory of management, also called the bureaucratic theory, stressed strict rules and a firm distribution of power. His theory provided room for efficiency for today's school administrators, most of whom are open to new ideas and flexible work arrangements with good leadership style.

Precision, speed, unambiguity, knowledge of files, continuity, discretion, unity, strict subordination, reduction of friction and of material, and personal costs, these are raised to the optimum point in the strictly bureaucratic school administration. Weber believed that bureaucracy was the most efficient way to set up and manage an organization, and absolutely necessary for larger institutions to achieve maximum productivity with many employees and tasks. In an ideal bureaucracy, everyone is treated equal and work

responsibilities are clearly divided by each teams' areas of expertise. A well-defined hierarchical management system supports this, providing clear lines of communication and division of labor based on the layer of management one works in. Advancement in the school system is determined solely on qualifications and achievements rather than personal connections. Weber believed the work environment should be professional and impersonal, work relationships are strongly discouraged. Overall, Weber's ideal bureaucracy favors efficiency, uniformity and a clear distribution of power in Demonstration Secondary Schools.

METHODOLOGY

The design of the study is correlation design; the research was conducted in Rivers State of Nigeria. The population of this study comprised all the 6 Demonstration Secondary Schools under the following higher institutions Ignatius Ajuru University of Education Rumuolumeni, Rivers State University Nkpolu, Oroworukwo, Federal College of Education Technical Omoku, University of Port Harcourt, Port Harcourt, Ken Saro Wiwa Polytechnic Bori and Captain Elechi Amadi Polytechnic Rumuola Port Harcourt, Rivers State. These schools have a total of three hundred and ninety-seven (397) teachers. The entire population of 397 teachers was for the study. It was a census study as the entire population was studied due to manageable number. Therefore, there was no sampling for the study. The instrument for data collection was titled: Bureaucratic Principles and Teachers' Job Performance Scale (BPTJPS). The instrument was validated by 3 experts in the field of educational management and measurement and evaluation. The internal consistency of the instrument was established through the application of Cronbach Statistic. The researcher administered 30 copies of the instrument once to 30 public senior secondary school teachers in Rivers State who share the same characteristics. The reliability coefficients are as follows: Bureaucratic principles and Teachers' Job Performance scale was 0.82. The subscale of division of labour was 0.78, hierarchy of authority was 0.81, rules and regulations was 0.77. In all, 397 copies of the instrument administered, 385 copies were retrieved which represented 97% success. Simple regression analysis was used to answer research questions one to six (1-4), while multiple regression was used to answer research question seven (4). Hypotheses one to six (1-3), were tested using z-test associated with simple regression and hypotheses seven (4) was tested with ANOVA associated with multiple regression using statistical package of social science (SPSS).

Elendu (2010) guide for interpreting nature of the prediction was adopted. Thus:

- 0.00 – 0.19 or 0%--19% Very low extent
- 0.20 – 0.39 or 20%--39% Low extent
- 0.40 – 0.49 or 40%--49% Moderate extent
- 0.50 – 0.79 or 50%--79% High extent
- 0.80 – 1.00 or 80%--100% Very High extent

PRESENTATION OF DATA

Research question 1: *To what extent does division of labour predict teachers' job performance in Demonstration Secondary Schools in Rivers State?*

Table 1: Simple regression on the extent division of labour predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.098 ^a	.206	.006	2.83664

a. Predictors: (Constant), division of labour

Table 1 revealed that the regression correlation coefficient (R) was 0.098 while the R square and adjusted R square were .206 and .006 respectively. The coefficient of determinism was calculated to be 20.6%. This showed that division of labour predicted 20.6% of teachers' job performance in Demonstration

Secondary Schools in Rivers State. This means there was low extent of prediction of division labour on teachers' job performance.

Research question 2: *To what extent does hierarchy of authority predict teachers' job performance in Demonstration Secondary Schools in Rivers State?*

Table 2: Simple regression on the extent hierarchy of authority predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518 ^a	.268		.2662.43839

a. Predictors: (Constant), hierarchy of authority

Table 2 revealed that the regression correlation coefficient (R) was 0.518 while the R square and adjusted R square were .268 and .266 respectively. The coefficient of determinism was calculated to be 26.8%. This showed that hierarchy of authority predicted 26.8% of teachers' job performance in Demonstration Secondary Schools in Rivers State. This means there was low extent of prediction of hierarchy of authority on teachers' job performance in Demonstration Secondary Schools in Rivers State.

Research question 3: *To what extent do rules and regulations predict teachers' job performance in Demonstration Secondary Schools in Rivers State?*

Table 3: Simple regression on the extent rules and regulations predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.446 ^a	.199	.197	2.55062

a. Predictors: (Constant), rules and regulations

Table 3 revealed that the regression correlation coefficient (R) was 0.446 while the R square and adjusted R square were .199 and .197 respectively. The coefficient of determinism was calculated to be 19.9%. This showed that rules and regulations predicted 19.9% of teachers' job performance in Demonstration Secondary Schools in Rivers State. This means there was low extent of prediction of rules and regulations on teachers' job performance in Demonstration Secondary Schools in Rivers State.

Research question 4: *To what extent do bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State?*

Table 4: Multiple regression on the extent bureaucratic principles predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.502	.492	2.02805

a. Predictors: (Constant), division of labour, rules and regulations, hierarchy of authority,

Table 4 revealed that the regression correlation coefficient (R) was 0.708 while the R square and adjusted R square were .502 and .492 respectively. The coefficient of determinism was calculated to be 50.2%.

This showed that bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predicted 50.2% of teachers' job performance in Demonstration Secondary Schools in Rivers State. This means there was high extent of joint prediction of bureaucratic principles on teachers' job performance in Demonstration Secondary Schools in Rivers State.

Test of Hypotheses

Hypothesis 1: Division of labour does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Table 5: z-test associated with simple regression on the independent prediction of division of labour on teachers' job performance

Model	Df	F. ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision
			B	Std. Error	Beta	z		
1 (Constant)	1		36.305	.766		47.384	.000	Hypothesis rejected
	384	3.032						
division of labour			.039	.023	.098	-7.741	.000	

a. Dependent Variable: teachers' job performance

Table 5 revealed that the regression analysis showed that scores of division of labour significantly predicted scores of teachers' job performance as degrees of freedom were 1 and 384, F-ratio was 3.032, standard beta value and z-test were .098 and -7.741. The p-value of .000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, division of labour significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 2: Hierarchy of authority does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Table 6: z-test associated with simple regression on the independent prediction of hierarchy of authority on teachers' job performance

Model	Df	F-ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision
			B	Std. Error	Beta	Z		
1 (Constant)	1		59.960	2.091		28.669	.000	Hypothesis rejected
	384	.286						
Hierarchy of authority			-.617	.058	.518	-10.710	.000	

a. Dependent Variable: teachers' job performance

Table 6 revealed that the regression analysis showed that scores of hierarchy of authority significantly predicted scores of teachers' job performance as degrees of freedom were 1 and 384, F-ratio of .286, standard beta value and z-test were .518 and -10.710. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, hierarchy of authority significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 3: Rules and regulations do not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Table 7: z-test associated with simple regression on the independent prediction of rules and regulations on teachers' job performance

Model	Df	F-ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision
			B	Std. Error	Beta	z		
1 (Constant)	1		53.341	1.788			29.828	Hypothesis rejected
	384	77.886						
Rules and regulations			-.437	.049	.446		-8.825	.000

a. Dependent Variable: teachers' job performance

Table 7 revealed that the regression analysis showed that scores of rules and regulations significantly predicted scores of teachers' job performance as degrees of freedom were 1 and 384, F-ratio of 77.886, standard beta value and z-test were .446 and -8.825. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, rules and regulations significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 4: Bureaucratic principles (division of labour, hierarchy of authority, rules and regulations, impersonal orientation, career orientation and written documentation) do not significantly jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Table 8: ANOVA associated with multiple regression on the joint prediction of bureaucratic principles on teachers' job performance

Model		Sum of Squares	Df	Mean Square	F	p-value Sig.	Decision
1	Regression	1276.175	3	212.696	51.713	.000 ^a	Hypothesis rejected
	Residual	1266.797	379	4.113			
	Total	2542.971	390				

a. Predictors: (Constant), division of labour, hierarchy of authority and rules and regulations,

b. Dependent Variable: teachers' job performance

Table 8 revealed that the regression analysis showed that scores of bureaucratic principles significantly predicted scores of teachers' job performance as degrees of freedom were 3 and 379 with F ratio value of 51.713. The significant value of 0.00 is less than the level of significance of 0.05 therefore, the hypothesis was rejected. By implication, bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

DISCUSSION

Division of Labour and Teachers' Job Performance

The finding of the study revealed that division of labour predicted teachers' job performance by 20.6% in Demonstration Secondary Schools in Rivers State. The above premise provided a logical explanation for high teachers' job performance in Demonstration Secondary Schools in Rivers State. This is in agreement with Ajuzieogu (2008) who stated that one of the benefits of division of labour is that it provides room for specialization and professionalism. The employees became creative and innovative as they master patterns of productivity. The utilization of jobs make employees feel encourage, and because they are exposed to learning one thing at a time before putting in their creative ideas. Teoh, Sathiamoorthy and Chua (2019) added that division of labour and specialisation improve productivity because it makes employees to concentrate on their area of training and focused on the assign duties.

Okorie (2012:74) supported the above analysis, that “division of labour and specialisation lead to constant activity which increases productivity and innovation”. She was of the view that it encourages teachers to master the scheme of work, textbooks and notes of lessons in a particular subject area for years, and this makes teachers to be productive, professional and creative. Ibara (2010) admitted that principles of division of labour is a method of splitting each table into small units and that individual are to work according to specialisation. Therefore, division of labour significantly predicted teachers’ job performance in Demonstration Secondary Schools in Rivers State

Hierarchy of Authority and Teachers’ Job Performance

The finding of the study revealed that hierarchy of authority predicted teachers’ job performance by 26.8% in Demonstration Secondary Schools in Rivers State. This is in agreement with Afangideh (2004) who believed that the pyramidal hierarchy of authority in organizations improves communication, fosters bureaucratic respect, creativity and innovation and it encourages systematic skills of the real situation. Files and documents have to pass through all the necessary stages, processed and endorsed by the appropriate authorities and officers before the final decision is taken. Udoh (2008) said that Principals or heads of schools’ exercise independence and freedom which heads of secondary schools enjoyed matters as staffing clerical officers, finance, control of teachers and use of school building.

However, the school system has organizational structure, or framework which guide and direct the principals, they receive laws and implement those laws, they communicate to the ministry and disseminate the information to their sub-ordinates. The principals follow a due process in handling any matter, no matter how urgent the case might be. He cannot act on his own power and any action taken by him constitutes a deviation which leads to sanction which might hinder teachers’ job performance. The hierarchy of authority shows the chain of command and steps of subordinate/superior relationship in the organization. From the low level to the top level, it is a control and directive mechanism to ensure that competent people perform the right job and at the right time. In terms of decision making, the top management makes the overall decisions that are communicated to the middle level management and to the operative management. The rationale behind the establishment of this principle is to achieve efficiency and effectiveness in the management of both human and material resources in schools.

Peretomode (2014) opined that positions of offices in school set-up are organized and arranged in form of pyramid. The principal who is at the top pyramid must recognize the line of authority accordingly in other to achieve great success in performing his assigned duties. Afangidah (2014) was of the view that hierarchy of authority allows for a graduation of authority starting with the administrative post and ending with cooperative workers. Therefore, hierarchy of authority significantly predicted teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Rules and Regulations and Teachers’ Job Performance

The finding of the study revealed that rules and regulations predicted teachers’ job performance by 19.9% in Demonstration Secondary Schools in Rivers State. This is in agreement with Okorie (2012: 16) who identified that “one important function of rules and regulation is that they can be applied equally to superiors and subordinates, thereby providing a sense of egalitarianism among the employee”. However, the excessive application of rules and regulations in school organization can lead to conflicts, frustration, over dependence on rules and regulations as well as promoting bureaucratic red-tapism, stagnation, inability to adapt to change, excessive delay in decision making because of following procedures and due process.

The principal treat everybody equally, without given attention to those who have emotional challenges. Strict adherence to rules and regulation tends to breed resistance to change and innovation; communication problem, delay in decision making because of conformity to rules and regulation. Peretomode (2014) put it that school rules and regulations spell out the rights and duties inherent in each position, ensure uniformity and stability of employees’ actions. Rules and regulation play a vital role in the administration of schools, it guides the official decisions and actions of principals. In support of the above assertion, Ehiodo (2006) opined that rules and regulations are not made for any particular individual rather for the post and offices that are created in that organization. Rules ensure uniformity and regulate the actions of employers and employees, creating cordial relationship among institutional

members. Therefore, rules and regulations significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

CONCLUSION

Based on the research finding, bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predicted teachers' job performance by 50.2% and also significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Educational implications

The study has established that bureaucratic principles (division of labour, hierarchy of authority and rules and regulations) jointly predicted teachers' job performance by 50.2%. The implications are that components of bureaucratic principles such as division of labour, hierarchy of authority and rules and regulations, enhance school effectiveness through teachers' job performance.

RECOMMENDATIONS

Based on the findings, the following recommendations are proffered:

1. School management committee in Demonstration Secondary Schools should lay emphasis on division of labour to promote teachers' job performance and professionalism.
2. Newly employed teachers should be given orientation and provided with organogram showing the hierarchy of authority in Demonstration Secondary Schools to enable them respect school authorities.
3. School rules and regulations should be in a document format to all teachers for their perusal, keeps and emphasized during orientations exercises.
4. Therefore, division of labour, hierarchy of authority and rules and regulations should be emphasized by the school management in order to achieve teachers' job performance in Demonstration Secondary Schools.

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